

# Online/Hybrid Course Delivery Proposal

Committee On Online Learning (COOL), Chabot College

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## Faculty, Course, & Delivery Format Information

Faculty Name: **Christina Davis**

Current Faculty Status for Online Teaching/Proposal Approval at Chabot College (Fast Track or New): **New**

Date of Initial Proposal Submission: **2/8/2016**

Course: **COMM 1, Fundamentals of Speech Communication**

Units: **3**

Delivery Method: **Hybrid (partially taught online and partially taught in-person)**

(If Hybrid: **75%% online**)

First Semester To Be Offered: **Fall 2016**

## Need/Justification/Benefits to Students

How will the online/hybrid delivery of this course meet student needs?

The original intention of this submission is to provide PACE students with an additional option for completing the Comm 1 requirement. Many PACE students have asked for an online or hybrid version. But longer term, this option is also a benefit to a variety of working students with scheduling conflicts.

Are there learning opportunities made possible in an online or hybrid online course that might not be available in a traditional course?

PACE students juggle work, family and school. I have been teaching PACE for three years and have found that the main reason that students withdraw from the class is because of schedule and commitment conflicts. Providing an option that allows more flexibility for these students will hopefully increase retention and completion of the course.

## Preliminary Research and Input from Colleagues and Administrators

- I have reviewed online teaching resources & tools at <http://www.chabotcollege.edu/cws/onlineteaching/> (includes resources for Blackboard).
- I have reviewed "What Distance Education Instructors Need to Know About Library

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Services" at <http://www.chabotcollege.edu/library/ServicesforDE.asp>.

## Develop Proposal and Consult with Colleagues

Consult with faculty who are experienced teaching in online/hybrid delivery, and if required, review your completed proposal with subdivision colleagues to secure preliminary support for offering this course in online/hybrid format.

Comments, feedback & recommendations provided by colleagues:

I consulted Mireille Giovanola and she agrees that this would be a value add to the PACE program.

I briefly consulted Veronica Martinez who is supportive of my application. In a brief "hallway" conversation we discussed the need to deal with anxiety issues and process questions in an online environment.

\*It is my intention to continue to pursue feedback.

Name(s) of faculty with whom you consulted: [Veronica Martinez](#), [Mireille Giovanola](#)

## Course Content Delivery - Contact Hour or "In-Class" Activities

Contact hours are those segments of instructional time where the student is actively engaged in learning activities and would reflect the same type of instruction implemented in a traditional face-to-face classroom. For example, a 3-unit course typically meets on campus for 54 contact hours of instruction, assessment, discussion and group activities. Explain how the instructional contact hours will be implemented for each week of instruction. Please list and describe each activity as well as the contact hours for each activity (you may not use all fields). More explanation regarding contact hours can be found at <http://www.chabotcollege.edu/cool/contacthours/> and examples of proposals submitted by faculty can be viewed at <http://www.chabotcollege.edu/cool/proposals/default.asp>.

Delivery Mode	Activity and Description	Contact Hours
online	For twelve (12) weeks of the term students will be meeting solely online, and in preparation for that work, will be expected to complete a short writing prompt assignment posted by the instructor as homework. For the equivalent to the on-campus course, online students will be expected to read and respond to the posts of at least two other students, in a thoughtful and meaningful manner, to further the class discussion on weekly topics. In addition online students will be able to ask questions about upcoming on-campus	1.5 hours each week online (18 hours total over the term)

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	sessions, share ideas with one another, and discuss topics from the readings.	
online	For the 12 weeks of the term students will be meeting solely online and will be expected to will view outside material related to the weekly topic. The categories may include: PowerPoints, TED talks, Google Talks, RSA or Prezi's.	1.5 hours each week online (18 hours total over the term)
in-person	For the six (6) on-campus meetings required during the term, each to be 3-hours in length, students will complete a variety of speeches with specific goals, including creating, delivering, and evaluating Informative and Persuasive speeches.	3 hours/ session (18 hours over the course of the term)
in-person	For additional one-on-one assistance, students will meet with the instructor to discuss feedback and progress on speeches to be presented	(included in the on-campus meetings)
<b>TOTAL CONTACT HOURS:</b>		<b>54</b>

## Course Content Delivery - Preparatory or "Outside of Class" (Homework) Activities

(Note: These are NOT part of Contact Hours)

Students will be responsible for reading the textbook.

Students will be responsible for researching, preparing and practicing their speeches.

## Nature and Frequency of Student-Instructor Interactions

Describe the nature & frequency of how you will interact with the entire class and individual students, especially in terms of providing feedback on assignments, interventions when students are at risk of dropping or failing.

During "online" weeks the instructor will post weekly prompts and respond to each student's main post providing feedback and guidance.

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Instructor will grade each student's discussion participation as well as their short essay, providing feedback on the assignment and posting the earned grade for each of these assignments. Grades and feedback for online assignments will be returned with a 3 day period of the turn in date.

Instructor will grade each student's speech. Speech assignment feedback and grades will generally be returned within a 3 - 5 day period of the campus meeting.

Instructor will send "check in" emails to students who are in danger of failing during online weeks. These emails will offer additional in person assistance during office hours as well as provide suggestions for improving grades with on campus resources such as the Comm Lab or Wrac Center etc.

Instructor will respond to posted "general" questions and individual emails within approximately 24 hours. Instructor will be able during office hours via Skype, Zoom or on campus.

## Nature and Frequency of Student-Student Interactions

Describe opportunities in your course for student-to-student interaction, such as discussions, group projects, peer review, and how you will build a collaborative, student-centered environment.

Students will interact informally via discussion boards. Students will also be responding in a more formalized format to each other's weekly discussion posts.

During meetings on campus students will be working in groups reviewing written outlines and/or listening to each other delivering practice speeches.

Students will create audience comments sheets and verbally review student speeches delivered for "grades."

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## Assessment of Student Learning & Academic Integrity

List and describe the methods of assessments you will use to assess learning in this course.

Instructor will be assessing written and verbal work. These assessments will be both Formative (Initial and Progress Monitoring) and Summative in nature.

Some examples of Summative Assessments include: discussion board posts, short essays and delivered speeches.

Some examples of Formative Assessments include: Audience Comment Sheets and Practice Rounds.

Assessments will be delivered in both written and verbal form to the student.

Describe the strategies you plan to use to promote academic integrity in your course.

Discussion questions, essays and speeches will require references. These will be appropriately cited in MLA format as part of a Bibliography and also when appropriate (speeches) as a verbal source citation. The software for plagiarism checking will be automatically enabled for written work.

## Technology and Accessibility

Indicate the technology tools (software, web-based tools, etc.) you plan to use in your course (Examples provided include: Learning Management System (Blackboard), Presentations (examples: PowerPoint, Camtasia, etc.), Audio/Video (Examples: YouTube, 3CMedia, etc.), Web Conferencing (Example: CCCConfer), and Publisher Content (examples: Pearson, Cengage, etc.)

Learning Management System (example: Blackboard, etc.), Presentations (examples: PowerPoint, Camtasia, etc.), Audio/Video (examples: YouTube, 3CMedia, etc.)

For the technology tools you have listed above, please describe your plan for utilization in your course. During online weeks, technology will be utilized for in class participation, "lectures" and participant contact.

Technology will also be used to provide students with resources for completing assignments.

**Accessibility/Accommodations for Students with Disabilities:** All materials must be accessible to students with disabilities. During the development of your course, please make sure that videos are closed-captioning or a transcript is provided, audio is accompanied with a transcript, images include

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alternative/alt tags, detailed visuals include text descriptions, and tables are formatted to include row and column headers. For information and support for ensuring accessibility for your students (including captioning), please contact the Chabot Disabled Students Resource Center (DSRC).

[I acknowledge and have read the above regarding accessibility/accommodations for students with disabilities.](#)

## Record of Approval, Comments, & Feedback

A record of approval, & comments, & feedback will be automatically recorded directly below

<b>Timestamp</b>	2/26/2016 5:12:27 PM
<b>Name</b>	Deonne Kunkel
<b>Division</b>	Arts, Humanities and Social Sciences
<b>Proposal reviewed</b>	COMM 1 by Christina Davis
<b>Approval Selection</b>	I approve this proposal as presented.
<b>Comments (optional)</b>	

<b>Timestamp</b>	11/28/2016 5:55:23 PM
<b>Reviewer Role</b>	COOL Review Team Member
<b>Proposal Reviewed</b>	COMM 1 by Christina Davis

<b>Timestamp</b>	11/30/2016 10:29:51 AM
<b>Reviewer Role</b>	COOL Review Team Member
<b>Proposal Reviewed</b>	COMM 1 by Christina Davis

<b>Timestamp</b>	11/30/2016 2:52:18 PM
<b>Reviewer Role</b>	COOL Chair
<b>Proposal Reviewed</b>	COMM 1 by Christina Davis
<b>Recommendations</b>	The COOL review team recommends approval.

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